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messen, wie es ein schönes Gedicht anatomisch sezirt oder ein Diskonto berechnet; sondern wir werden es als ein lebendiges Ganze zu erfassen verstehen. Und wir werden das Schulleben mit dem häuslichen Leben in Verbindung setzen. Bestehen doch schon jetzt Systeme, welche die Hausbetätigung der Schüler in den Bereich der Schulwertung ziehen; und hat man doch schon Klassen für die Unzufriedenen geschaffen. Dann wird man auch Arbeitsschulen und Waldschulen, Landwirtschaftsschulen und Freiluftschulen haben, wie das in Deutschland und anderwärts schon angebahnt und vorgebildet worden ist. Dann wird man nicht nur, wie in New York bereits, besondere Klassen für Krüppel, Blutarme, Schwind-süchtige, geistig und körperlich Zurückgebliebene haben, sondern das ganze Schulwesen wird sich auflösen in ein vielverzweigtes System feiner Anschmiegun-gen an die grundlegenden Lebenswerte in den Kindern.

Wir leben im Zeitalter des Kindes, und es wird sogar den Vertretern des ältesten aller Berufe, den Eltern unserer Kinder nämlich, langsam klar, dass das Elternsein wirklich ein sehr ernst zu nehmender Beruf ist, für den es ganz bedeutender Vorbildung und Hingabe bedarf, so dass das alte Scherzwort: „Vater werden ist nicht schwer; Vater sein jedoch viel mehr“ eine neue und tiefere Bedeutung gewinnt. Gibt es doch schliesslich nichts Süsseres, als zu beobachten, wie eine junge Menschenblüte sich dem Lichte eröffnet; und nichts Heiligeres, als sie zu hegen und zu pflegen zur Freude des Schöpfers, zur Seligkeit des Heimes, zur Ehre der Nation, zum Wohle der Menschheit. Wer weiss, was in diesem jungen Menschen steckt: vielleicht soll er der leidenden Menschheit zum Heiland werden; vielleicht soll er auch nur ein einziges Menschenwesen vollauf beglücken—was es immer sei, es wächst etwas heran, das unter allen Umständen etwas Kostbares, uns Anvertrautes ist, dem wir unser eigenes Sein vererben und aus unserem eigenen Leben das Beste geben sollen. Und so betätigt sich denn von neuem unseres Fröbels schönes Wort: „Kommt, lasst uns unsern Kindern leben!“

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### **Some Aspects of Modern Language Teaching in This Country.**

Von Professor Ernst H. Mensel, Ph. D., Smith College, Northampton, Mass.

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(Concluded.)

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a. Among the aims which the co-operative endeavor has in view we find in the first place the attempt to secure better teachers. The call is for properly prepared instructors, not for persons who sit behind the desk, book in hand, hearing lessons, but for teachers who really control the mat-

ter which they teach, for 'more teaching, for less hearing of lessons'. This must not be interpreted as meaning that all teachers of foreign languages should be foreign-born. The native teacher may think that mere fluency in the use of the language taught is the only requisite; he may be lacking a proper linguistic and historic background and fall into serious errors, as when the native German teacher in his own little grammar, made for home consumption, defines a mutated vowel in this fashion, "Umlaut is two dots over a vowel," and chides his pupils who had been abroad for a while, for "mispronouncing" initial *st* and *sp* because their pronunciation does not harmonize with his own North German dialectic usage. Moreover, he may lack pedagogic sense, a defect which no amount of fluency in his vernacular can counterbalance. It is not unlikely that the very best work may be done by American teachers who through a thorough grounding in the language, through strict and persistent application, through residence and study abroad have gained practical mastery of the foreign tongue and a fluency in the use of it; who have sympathy with the civilisation and the institutions of which the language is the expression, and have drunk deeply of its spirit; who, in brief, possess a happy combination of linguistic, cultural, and pedagogic attainments. We know that the demand for the improvement of our teaching force is imperative. Various ways have been suggested as helpful to bring about such an improvement, and one means calculated to reach the desired result and deserving of being adopted more widely is the practice of some of the larger cities, viz., to demand of any candidate for the position of teacher of modern languages a severe preparation and make sure of this by a competitive examination which would eliminate unfit material. But bound up with this is the question of the returns that will come to one who devotes himself zealously to the acquisition of a thorough preparation and submits to a searching test. The profession must be made attractive to the prospective teacher, he must at least have adequate remuneration for his expenditure of time and work, he must have some guaranty of advancement, and must now and then be enabled to recuperate his depleted powers by leave of absence for study and travel. It is a hopeful sign that a number of cities have assumed the leadership in these innovations which are to be highly commended; school authorities are beginning to see the advantages accruing therefrom, they are being awakened out of a complacent attitude of self-congratulation over an economic administration of school affairs achieved by securing the lowest bidder for a position; they become aware of the fact that better teachers will do much to secure better results.

b. But this is not the only aspect of modern language teaching which has come to the fore through constant discussion, and which has behind it the endorsement and the weight of larger bodies. The whole secondary school course has been brought out for examination, and history has been

making very rapidly the last few years, at least in the New England states. These are matters which need only a bare mention. A better teaching force is not the only requisite to bring about an improvement in the situation. There must be a greater time allowance made for the teaching of foreign languages in order to make the study of them worth while and make the result a really permanent asset for the pupil. The advisability of beginning the foreign language course in the grammar grades, already hinted at in the Report of the Committee of Twelve, is being more and more discussed. There is not much difference of opinion on this subject among foreign language teachers, only the conditions do not seem to be quite right for it. The solution of the question is bound up with the difficulty of getting properly trained teachers and the strongly conservative attitude of school authorities. But there is a current setting in that direction, and it is a favorable sign that this question is occasionally discussed not only in meetings of teachers and school administrators, but also in the editorial columns of prominent newspapers which, sane and far seeing, come forward as the champions of such a change.

c. The manifestly unsatisfactory results of our modern language instruction as found in not a few quarters, causing diligent search to be made for possible remedies, have suggested the inquiry whether we are not neutralizing our own efforts to get good results by urging our pupils to distribute the very limited amount of time available upon too many subjects, whether it would not be better to cut off one of the foreign languages, meaning thereby ancient and modern languages, and limit the number which may be taken up in the secondary school to two. It is urged that if this plan were adopted, the results would be better. We cannot point to the German gymnasium or Realschule and say that there they have at least three languages. The situation is not the same; we do not give our pupils the privilege of appearing thirty to thirty-two periods a week for instruction. I am not saying that we should; but it is manifest that the call for a greater time allowance in the study of modern foreign languages is becoming more insistent.

5. Again, the agitation of this question of the teaching of foreign languages has brought up the larger question of the relation between the schools and the colleges as far as these languages are concerned. Theoretically, inasmuch as only a small percentage of high school pupils enter college, the mapping out of the high school curriculum and the contents of the different courses should not be largely influenced by considerations for the entrance requirements of colleges; practically, however, these requirements do exert a tremendous pressure upon the lower school. There has been not a little dissatisfaction with the colleges because of needlessly diversified demands, because of so-called excessive requirements. Happily, there is more unification now that the colleges have formed into larger

bodies binding themselves to concerted action. We are getting a more uniform terminology and clearer definitions, which will lessen the work of the principals to some extent as they are trying to understand the statements of entrance requirements in college catalogs. There has been an approachment of the two parties, and a continued frank and open discussion is maturing good fruit. The fruit has not yet dropped down, but it may not be long before some of it will fall.

a. There is, in the first place, the oral test as a part of the examination for entrance to college, which heretofore has been almost entirely written. The matter was first brought up at the first annual meeting of the New England Modern Language Association, the one of which no record has been published. The writer was almost alone at that time pleading for its adoption, arguing that such a test would be a step toward the recognition of a change in methodology, consequently an encouragement to teachers interested in this movement and an appreciation of their work; that it would be more equitable to the pupil, exhibiting his work done under changed methods to a better advantage, and thereby making the entrance examination in every way more satisfactory; that it would make strongly for an improvement in the quality of teaching; and that, lastly, it would facilitate a better classification of students after entrance into college. Over against these arguments were urged the practical difficulties which such a plan would involve, and only a slight advance was made towards the adoption of the measure. At present, it has the cordial support of the New England Modern Language Association, and at its Princeton Meeting, December, 1908, the Modern Language Association of America passed the following vote, "Resolved, that it is desirable to establish a test in pronunciation and ability to understand the foreign language, as a part of the college entrance examination".<sup>6</sup> In not a few institutions provision is made for such an oral test at entrance, the manner of conducting it varying somewhat.

b. There is, further, the question of specified entrance requirements first brought up at one of the meetings of the Western Massachusetts Group of the New England Modern Language Association and later also presented at the annual meeting of the latter body, by Mr. Tuckerman, of the Central High School of Springfield, Mass. It was felt by those who advocated this step that energy expended upon certain definitely selected texts, agreed upon by the schools and colleges, would insure greater thoroughness of instruction and more equitable treatment of the pupils as they come to the entrance examinations. This initial suggestion was modified to the effect that a rotary system of texts be recommended, and at a joint conference of the secondary schools and colleges of New England

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6) Cp. Pub. Mod. Lang. Ass. of Am., Vol. XXIV, Appendix p. XVII.

this question was to be discussed. At this joint meeting, however, the matter was passed over into the hands of a committee which found that the New England colleges were overwhelmingly against such a fixed system, and reported so to the general association. The Modern Language Association of America considered the advisability of revising the list of reading texts originally prepared by the Committee of Twelve, and a committee had the matter in charge for several years, presenting at the meeting in New York, 1910, three propositions of which one was adopted, to the effect that instead of long lists a few typical texts, which were mentioned, should be considered as representing approximately the grade of work to be done in each year of the three years course in the secondary school.<sup>7</sup>

And while speaking of texts, I may be pardoned for mentioning a matter which might well receive further consideration, the question whether college and secondary school should use the same kind of text books. Professor Bagster-Collins speaking before the Nationale Deutsch-amerikanische Lehrerbund, at its meeting in New York, in July, 1909, touched upon this subject and voiced the need of text books that would make clear to the inadequately prepared teacher every step of the way, books in other words, that had grown out of actual experience in the class room and had been prepared by men who stood in the midst of high school work and combined with sound training an intimate knowledge of every inch of the road.<sup>8</sup>

c. Of the two points at issue remaining and referring to the relation of the colleges to the secondary schools as far as the modern languages are concerned I will speak very briefly. One is the manifest discrimination made in some institutions against foreign modern languages in favor of the classics, crediting the latter with relatively more points or units for admission than French or German. Glaring examples of this rating are found in some of the Eastern colleges, but there is good ground for the hope that at least in the case of one or two of these institutions, this inequality will soon be a matter of history only.

d. The last point to be mentioned is the existence of the one year course in French and German in the secondary school, which modern language teachers look upon as practically useless. It is sanctioned by some colleges and counted towards meeting the entrance requirements. These institutions undoubtedly came to accept such limited preparation in these subjects because of the inability of a number of smaller preparatory schools to provide the necessary laboratory equipment for courses in the sciences. In itself a one year's course in a foreign language, if not con-

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7) Cp. Pub. Mod. Lang. Ass. of Am., Vol. XXVI, Appendix p. XII ff.

8) Cp. Monatshefte f. d. Spr. u. Päd., Jahrg. X, 217.

tinued in college, is absolutely unsatisfactory. It cannot be claimed that such a course is analogous to a one year's course in physics or chemistry or botany. The year's study of one of these sciences should leave the pupil in the possession of a body of facts that form a more or less complete whole, that give him a definite though limited body of knowledge which will prove valuable even if he does not intend to build a superstructure upon this foundation. Not so with a year's work in French or German; for the average pupil it is not valuable, in view of the fact that the acquisition of a language is a slow process, unless it is continued; and if not continued, it would be better to deepen a pupil's knowledge of a valuable subject already begun, instead of letting him commence a new study which has only a temporary value for him and is used merely as a sort of stop gap. Moreover, it complicates matters somewhat at the colleges, for courses must be provided which connect, at the beginning of the year, with this short high school course, otherwise the transition into college work, at the beginning of the second semester, is neither easy nor natural.

I have endeavored to sketch the situation of modern language teaching as it has developed in this country in the last quarter century, and as it now is. And while doing this I have ventured to call 'new' some aspects which in embryonic form were found already twenty years ago, but which now stand out with more distinctness.

A brief recapitulation would suggest then as the first new aspect the fact that there has been a growing interest in and acceptance of the principles of the reform method coupled with the tendency to give these principles a sane application as demanded by our conditions.

As second new aspect I have mentioned the fact that as our methods have become more efficient, our aims also have become clearer; out of the former inertia, on the one hand, and the vague desire, on the other, to attempt the impossible is coming the wish to reach very definite, though more limited ends.

As the third new aspect stands out the fact that the modern languages, though still inadequately provided for, it may be, yet have secured for themselves a place in the school curriculum and that the current is toward them.

In the fourth place comes the fact that the agitation of the whole modern language question has resulted in unified efforts to discover a cure for the still existing comparatively unsatisfactory results, and that the remedy is seen to lie in better trained teachers, in an extension of the course, preferably into the grammar grades, and, as some think, in a concentration of effort upon no more than two foreign languages, possibly one ancient and one modern, in the secondary school.

As a fifth new aspect may be regarded the fact that the relation of secondary school and college to each other is receiving a thorough airing.

The new method of teaching calls for a new method of rating, and the oral test will come. Thoroughness and accuracy of instruction demand, in the opinion of many, definitely specified texts, the result may be the establishment of a sort of "Lesekanon". The call of the secondary school and of the teachers of modern languages to put French and German on an equal footing with the ancient languages is receiving consideration. Lastly, the one year modern language course of the secondary school is meeting with increasing opposition and may be doomed to an early death; if it does die, may it rest in peace!

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## Die modernen Lernmethoden.

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### Eine Skizze aus der Experimental-Pädagogik.

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Von Dr. P. R. Radosavljevich, Universität von New York.

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Früher war das Kind hinsichtlich der Methoden des Lernens sich selbst überlassen. Man wusste unter den Psychologen und Pädagogen noch nicht, von welchen Bedingungen ein möglichst treues Behalten abhängig ist. Auf Grund einer genauen Erforschung des Gedächtnisses hat man eine Anzahl von Regeln über die zweckmässigste Art, das Gedächtnis zu behandeln, aufgestellt. Die Kenntnis der aneignenden Tätigkeit des Kindes, des Lernens, ist ein Produkt der letzten Jahrzehnte. Die Art des Lernens ist aber verschieden nach Zweck und Umständen. Früher herrschte besonders die Mnemotechnik; es waren Kunstgriffe, die uns das Behalten von Zahlen, Namen u. s. w. erleichtern sollten. Die mnemotechnischen Kunstgriffe gehen darauf aus, Hilfsvorstellungen zu bilden. Viele Menschen helfen sich instinktiv mit solchen mnemotechnischen Kunstgriffen. Aber diese Hilfsvorstellungen sind viel zu umständlich und mühsam zu suchen. Die meisten Winke von dieser Seite sind unbrauchbar. Die Hilfsvorstellungen sind zu kompliziert und weitläufig, sie erfordern auch eine ziemliche Findigkeit und sind deshalb eher ein Ballast als ein Hilfsmittel. Es gibt psychologisch richtigere Mittel, insoweit als die individuellen Unterschiede des Gedächtnisses auch verschiedene Lernmethoden erfordern (Individualmethoden). Die experimentelle Psychologie und experimentelle Pädagogik zeigen uns, dass Disposition und Anlage sehr verschieden sind. Hinsichtlich der individuellen Unterschiede des Gedächtnisses lässt sich die folgende Einteilung vornehmen.

#### 1. Gedächtnistypen.

1. *Akustisch-motorischer Typus.* Wir treffen ihn bei solchen Personen, die Worte behalten nach ihrer Akustik und den Sprechbewegungen